

WALLACE GREGG ELEMENTARY

515 Francis Marion Rd.
Florence, S.C. 29506

GRADES K-6 Elementary School

ENROLLMENT 321 Students

PRINCIPAL Lorna McBride 843-664-8481

SUPERINTENDENT Joseph S. Nelson, Ed.D. 843-669-4141

BOARD CHAIR Alexis Pipkins 843-665-7465

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
4	46	44	2	0

IMPROVEMENT RATING:

GOOD

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

ADEQUATE YEARLY PROGRESS:

YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Unsatisfactory	N/A
2002	Average	Average	N/A
2003	Average	Average	No
2004	Good	Good	Yes

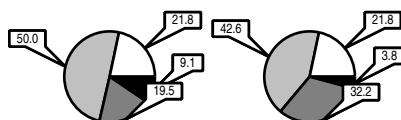
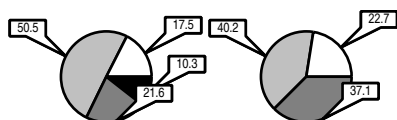
DEFINITIONS OF DISTRICT RATING TERMS





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

69.6%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Elementary Schools with Students like Ours****Mathematics****English/Language Arts****Mathematics****English/Language Arts****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	214	100.0	22.7	40.2	37.1	0.0	48.5	Yes	Yes
Gender									
Male	115	100.0	26.0	42.0	32.0	0.0	44.0		
Female	99	100.0	19.1	38.3	42.6	0.0	53.2		
Racial/Ethnic Group									
White	118	100.0	17.8	39.3	43.0	0.0	55.1	Yes	Yes
African-American	93	100.0	29.1	41.9	29.1	0.0	39.5	Yes	Yes
Asian/Pacific Islanders	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not disabled	179	100.0	18.5	40.5	41.1	0.0	53.0		
Disabled	35	100.0	50.0	38.5	11.5	0.0	19.2	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	214	100.0	22.7	40.2	37.1	0.0	48.5		
English Proficiency									
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	213	100.0	22.7	40.2	37.1	0.0	48.5		
Socio-Economic Status									
Subsidized meals	135	100.0	25.2	41.2	33.6	0.0	45.4	Yes	Yes
Full-pay meals	79	100.0	18.7	38.7	42.7	0.0	53.3		

Mathematics - State Performance Objective = 15.5%									
All Students	214	100.0	17.5	50.5	21.6	10.3	49.5	Yes	Yes
Gender									
Male	115	100.0	15.0	55.0	20.0	10.0	50.0		
Female	99	100.0	20.2	45.7	23.4	10.6	48.9		
Racial/Ethnic Group									
White	118	100.0	9.3	49.5	26.2	15.0	61.7	Yes	Yes
African-American	93	100.0	27.9	52.3	15.1	4.7	33.7	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not disabled	179	100.0	12.5	52.4	23.2	11.9	53.0		
Disabled	35	100.0	50.0	38.5	11.5	0.0	26.9	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	214	100.0	17.5	50.5	21.6	10.3	49.5		
English Proficiency									
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	213	100.0	17.5	50.5	21.6	10.3	49.5		
Socio-Economic Status									
Subsidized meals	135	100.0	20.2	57.1	20.2	2.5	37.8	Yes	Yes
Full-pay meals	79	100.0	13.3	40.0	24.0	22.7	68.0		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	58	100.0	16.3	40.8	38.8	4.1	42.9
	Grade 4	43	97.7	40.6	53.1	6.3	N/A	6.3
	Grade 5	55	98.2	34.0	48.0	18.0	N/A	18.0
	Grade 6	48	100.0	28.9	46.7	20.0	4.4	24.4
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	54	100.0	7.7	38.5	53.8	N/A	53.8
	Grade 4	60	100.0	16.4	40.0	43.6	N/A	43.6
	Grade 5	41	100.0	33.3	59.0	7.7	N/A	7.7
	Grade 6	59	100.0	37.3	32.2	30.5	N/A	30.5
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	58	100.0	14.3	53.1	26.5	6.1	32.7
	Grade 4	43	100.0	25.0	62.5	9.4	3.1	12.5
	Grade 5	55	100.0	18.0	52.0	20.0	10.0	30.0
	Grade 6	48	100.0	40.0	40.0	11.1	8.9	20.0
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	54	100.0	11.5	57.7	26.9	3.8	30.8
	Grade 4	60	100.0	20.0	47.3	21.8	10.9	32.7
	Grade 5	41	100.0	25.6	53.8	12.8	7.7	20.5
	Grade 6	59	100.0	15.3	42.4	25.4	16.9	42.4
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 321)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%
Retention rate	4.1%	Down from 6.5%	2.9%	2.7%
Attendance rate	96.1%	Up from 95.5%	96.2%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%		5.1%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%		3.7%	3.5%
Eligible for gifted and talented	9.2%	Down from 10.6%	12.7%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	10.4%	Up from 8.4%	9.4%	8.2%
Older than usual for grade	3.1%	Down from 4.2%	1.1%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%

Teachers (n= 25)				
Teachers with advanced degrees	60.0%	Down from 64.0%	48.4%	51.4%
Continuing contract teachers	100.0%	Up from 92.0%	89.5%	87.5%
Highly qualified teachers**	87.5%	N/A	95.0%	95.0%
Teachers with emergency or provisional certificates	4.3%		0.0%	0.0%
Teachers returning from previous year	88.9%	Up from 85.2%	86.5%	86.7%
Teacher attendance rate	94.4%	Up from 93.6%	94.4%	94.9%
Average teacher salary	\$42,490	Up 1.8%	\$40,252	\$40,760
Prof. development days/teacher	14.5 days	Up from 12.9 days	12.5 days	12.4 days

School				
Principal's years at school	5.0	Up from 4.0	3.5	4.0
Student-teacher ratio in core subjects	12.6 to 1	Down from 15.7 to 1	19.0 to 1	18.9 to 1
Prime instructional time	88.9%	Up from 88.0%	89.4%	90.0%
Dollars spent per pupil*	\$6,953	Down 5.2%	\$5,738	\$6,044
Percent of expenditures for teacher salaries*	66.3%	Up from 63.9%	65.9%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	93.7%	Up from 74.5%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	89.0%	92.0%
Highly qualified teachers in high poverty schools**	91.7%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Wallace-Gregg Elementary remains committed to enabling our students to achieve the highest level of academic success by providing them with the materials, strategies, and techniques that will enable them to excel in extra-curricular activities while continuously developing life skills that support positive, character based learning. We are dedicated to establishing and building the success of our students by helping them to realize, "Good character consists of knowing the good, desiring the good, and doing the good." (Thomas Lickona) The business of Wallace-Gregg is not just to teach but to love. Our success in achieving this goal has resulted in the following accomplishments:

- State Department of Education Red Carpet Recognition (2002-2003)
- General Electric Grant and International Reading Association Grant Winners
- National Recognition as Renaissance Master School for 2003-2004 from Renaissance Learning. We are the second school in Florence School District One to receive this honor and the second school in South Carolina to accomplish this goal.
- All classroom teachers and the resource teacher achieved Model Classroom Certification. Four classroom teachers earned Master Certification. The Media Specialist earned both Master and Library Certification.
- Wallace-Gregg is nationally accredited by the Commission of International and Trans-Regional Accreditation.
- Two National Board Certified Teachers on staff
- Majority of teachers with advanced degrees
- Active Association of Parents and Teachers (APT) and School Improvement Council (SIC) which provide numerous supplies for our students
- Implementation of Literacy Lab for first grade students
- Math Enrichment Classes
- America Reads Tutors from Francis Marion University
- Reading is Fundamental and Terrific Kids (sponsored by Golden K Kiwanis)
- Monthly Student Recognition Programs (i.e. Honor Roll, monthly birthday, and Reading Renaissance Celebrations)
- Annual Science Fair (judged by Francis Marion University Professors)
- Extra-curricular Activities (i.e. Safety Patrol, Year Book, Art and Music Clubs, and Engineering Challenge)
- Establishment of Soaring Eagle Partners-Adopt-A-School Committee, 2004
- Service Learning Projects (i.e. Yes, We "Can," Toys Are Us, Jump Rope for Heart, and Pennies for Patients)

The faculty and staff of Wallace-Gregg will continue to focus on education that is standards driven and meets the needs of all children.

Visit Wallace-Gregg and Enjoy A Great Learning Experience! (EAGLE)

Lorna McBride, Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	24	56	15
Percent satisfied with learning environment	95.7%	79.2%	85.7%
Percent satisfied with social and physical environment	95.8%	90.7%	78.6%
Percent satisfied with home-school relations	95.7%	87.0%	73.3%

*Only students at the highest elementary school grade level at this school and their parents were included.